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ABSTRACT

This guide is designed to give the student helpful information about Arizona's Instrument To Measure the Standards (AIMS) for grade 3. The guide provides examples of the type of questions students see on AIMS and explains how items are scored. It does not teach what the student needs to know to do well on AIMS, but it will help the student know what to expect and help parents know how to help their children. AIMS consists of multiple choice, short-answer, and extended writing questions. Some test-taking strategies are outlined, and descriptions are given of the reading, writing, and mathematics tests. Appendixes contain the scoring keys for the sample test items included for each area, the scoring guide for the writing test, and a writer's checklist for preparing the writing tasks. (SLD)

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ED 452 252

3rd Grade

Student Guide to

AIMS

Arizona's Instrument to Measure Standards

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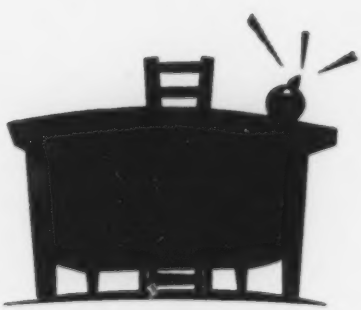
3RD Grade

STUDENT GUIDE

for

ARIZONA'S INSTRUMENT TO MEASURE STANDARDS



The reading passages, test items, and scoring guides in this publication are representative only and should neither be interpreted as exact duplicates of the passages and items that may appear on AIMS exams, nor the scoring guides used to score them. Authority for final approval of all test items and testing materials rests with the Arizona Department of Education.

Table of Contents

Questions about AIMS 1
Especially for Parents 2
What Parents Can Do 3
How to Use this Guide with your Child 3
Tips for School Success 4
More about the Test: Types of Questions 5
Test-taking Strategies 7

Reading ..... 8 - 13
- About the Test 8
- Reading Standards: Foundations Level 9
- Hints for Improving your AIMS - Reading 9
- Sample Reading Article 10
- Sample Questions - Reading 11

Writing ..... 14 - 27
- About the Test 14
- Writing Standards: Foundations Level 15
- Hints for Improving your AIMS - Writing 15
- Sample Questions - Writing 16
- How to Use the Writing Samples in this Section 19
  - Student Writing Sample 1 20
    - Score Sheet for Writing Sample 1 21
  - Student Writing Sample 2 22
    - Score Sheet for Writing Sample 2 23
  - Student Writing Sample 3 24
    - Score Sheet for Writing Sample 3 25
  - Student Writing Sample 4 26
    - Score Sheet for Writing Sample 4 27
  - Student Writing Sample 5 28
    - Score Sheet for Writing Sample 5 29

Table of Contents Continued

Mathematics....30
About the Test....30
Mathematics Standards: Foundations Level....31
Hints for Improving your AIMS - Mathematics....31
Sample Questions - Mathematics....32
What to Expect from this Section....32
Standard 1: Number Sense....33
Standard 2: Data Analysis and Probability....36
Standard 3: Patterns, Algebra and Functions....39
Standard 4: Geometry....41
Standard 5: Measurement and Discrete Mathematics....44
Standard 6: Mathematical Structure and Logic....47
Appendices....49
Appendix A - Scoring Keys....49
Reading Scoring Key....49
Writing Scoring Key....50
Mathematics Scoring Key....51
Appendix B - Student Friendly Scoring Guide for AIMS Writing (Six Trait Rubric)....54
Appendix C - Writer's Checklist....60

You'll be on top of the world with a good education!

Questions about AIMS

The purpose of this *3rd Grade Student Guide to AIMS* is to give you helpful information about the 3rd grade AIMS (Arizona's Instrument to Measure the Standards) which you will take for the first time as a third grader. This guide will show you examples of the types of questions you will see on AIMS and explain how your answers will be scored. It will not TEACH YOU what you need to know to do well on the test, but it will help you to know what to expect.

What is AIMS?

Arizona's Instrument to Measure the Standards (AIMS) measures what you know and are able to do in the Reading, Writing, and Math Standards.

Who has to take AIMS?

All students will take AIMS in grades 3, 5, 8, and high school.

When will I take AIMS?

In the spring of your third grade year.

What if I don't do well on AIMS?

Your teachers and parents will have information about what you know and can do. They can give you the help you may need to do better.

How can I use this guide?

Read what it tells you about the test. Practice the test questions. Ask your teacher about anything you do not understand.

ESPECIALLY FOR PARENTS

The Arizona Academic Standards were adopted by the State Board of Education in 1996. These standards will provide the foundation for all Arizona students to receive a quality, rigorous, world-class education to prepare them for the 21st century. By setting high standards for our children, we ensure that they have the opportunity to make many career choices once they graduate from an Arizona high school. We will also have a clear idea of how well both our students and our schools are doing along the way in order to meet this goal.

Within each of the content standards in math, reading and writing are the concepts and performance objectives that define what students should know and be able to do at various levels of achievement: readiness (kindergarten), foundations (grades 1-3), essentials (4-8), proficiency (9-12) and distinction (honors). The third grade AIMS assesses the knowledge, skills, and abilities learned at the foundations level (grades 1-3). The sample questions in this book are representative of the types of questions that will be found on the third grade assessment. To obtain a copy of the Standards with the concepts and performance objectives, you can contact your local school, district office, or the Arizona Department of Education through the Internet at **www.ade.state.az.us** or at **602.542.3088**.

The Arizona Academic Standards were developed by content committees made up of content education specialists and other education professionals as well as business professionals and community leaders from throughout the state of Arizona. As a foundation, the committees began with the state's Essential Skills already in place and referenced the curriculum standards established by the various national organizations. The Arizona Academic Standards have been nationally recognized as being among the best in the nation.

WHAT PARENTS CAN DO

- Become familiar with the expectations stated in the Arizona Academic Standards in each content area and each level.
- Ask questions at your school. Is the curriculum aligned to the standards? Are teachers teaching the standards? What is available for students who are struggling?
- Make sure your child attends school!
- "H.U.G." your child. The Department of Education distributes a H.U.G. (Help, Understanding, Guidance) brochure that offers specific suggestions to support at home what your child is learning at school. For further information, call **602.542.7429**.
- Participate in your child's learning.
- Monitor your child's progress.
- Be supportive (of your child, your child's teacher, and the school)!

HOW TO USE THIS GUIDE WITH YOUR CHILD

- REMEMBER: You don't have to be an expert to help your child be successful on AIMS. Just spending a few minutes daily encouraging your child will help her/him.
- Discuss the purpose of the standards, AIMS and this guide with your child.
- Spend time with your child working through the items.
- Be positive and encouraging! Your attitude will affect your child's attitude. Build up his/her confidence and diminish anxiety.
- Note the items (concept and performance objective number, stated, for example, as WF-2.PO1) or types of items that your child seems to have difficulty understanding.
- Talk to your child's teacher and share your observations and concerns.
- Ask your child's teacher how the *Guide* is being used in the classroom.
- Ask how you might help your child at home in those areas in which he/she is having difficulty.

Top School Tips

- Attend school everyday! You miss out if you are not there.

- Ask your teacher for help if you do not understand your schoolwork. There is no such thing as a silly question!

- Pay attention in class and always try your best.

- Do your homework – everyone needs PRACTICE in order to get better.

MORE ABOUT THE TEST...

TYPES OF QUESTIONS

There are three types of questions on AIMS:

Multiple Choice

In these types of questions, you will be given four answer choices. You will need to choose the BEST answer of the four and mark the answer by filling in the matching bubble. These questions are on the Reading, Writing, and Math tests. They are worth one point each.

Short Answer

In these types of questions, you will be given space to write <u>your</u> <u>own</u> answer to the question. It may be a few words, a sentence, or a paragraph. You will need to show your work for the math questions. These types of questions are on the Reading, Writing, and Math tests and are worth 2 or 3 points each.

Extended Writing

In this type of question, you will be asked to write a long (one to two pages) response to a writing task. For example, you may be asked to write a story, or tell about something you know. Your final copy will be scored using a six trait scoring guide, called a rubric. It will look for certain traits or qualities in your writing. These are ideas, organization voice, word choice, sentence fluency, and conventions. This type of question is on the Writing test only. It is worth twelve points on the test.

Tips when you are asked to write.....

- Be sure you understand the question.
- Answer the question as completely as you can.
- Explain your ideas clearly.
- Use your best handwriting.
- Read what you have written to be sure it says what you want it to say

Test-taking Strategies

Here are some helpful hints for test taking. Read and talk about them with your teacher and parents. They can make a difference!

- **Be physically prepared.** Get plenty of rest the night before. On the day of the test, **eat a healthy breakfast.**

- **Be mentally prepared.** Try to relax and do your best. It is not unusual to feel nervous about tests. The key is being well-prepared. Then you can view the test as an opportunity to truly show what you know and are able to do.

- **Listen to directions** as the teacher explains them. **Ask** about any directions you do not understand.

- **Read the directions carefully.**
- **Look for key words** that will help you identify what the question is asking you to do.

- **Take your time** and work at your own pace. AIMS is <u>not</u> a timed test, but you do want to use your time well.
- If you really get <u>**stuck**</u> on a problem, <u>**move on**</u> to the next question. <u>**Don't forget to**</u> go back to the ones you skipped! Sometimes you'll get a fresh idea about those problems after a short break.

- **Make educated guesses** if you are unsure of an answer. First eliminate choices that are obviously incorrect, then logically select from the remaining choices.

- **Review your answers** when you are finished. **Re-read** written responses to check that they are clear.

READING

Just think how hard life would be if a person could not read! Street signs, maps, warning labels, food packages, newspapers, notes and letters, magazines, and books would all be impossible to understand. That's why it is so important to become a good reader. How do you do that? By practicing the reading skills you are learning in school (they are listed on the next page in the Reading Standards), by reading often, and by thinking about and talking about what you have read. If you think you are not a good reader yet, don't be discouraged! Keep working at it. Reading is a skill you will use all of your life. It opens the door to a world of new and exciting ideas. It helps us to learn. But most of all, reading is fun!

About the Test

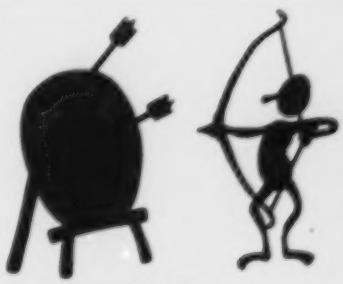
The Reading test will have about six passages, both fiction, such as a story or a poem, and nonfiction, such as a map, a set of directions or an informational article. You will be asked to read each passage and then answer the questions about what you just read. Some of the questions are multiple choice, and some will ask you to write a short response, which may be a few words or a few sentences. There are about 40 questions on the Reading test and it should take about 1-2 hours to complete. It is NOT A TIMED TEST which means your teacher will give you as much time as you need to complete the test. Take your time and do your best, but use your time well.

READING STANDARDS: FOUNDATIONS LEVEL

Students learn and effectively apply a variety of reading strategies for comprehending, interpreting, and evaluating a wide range of texts including fiction, nonfiction, classic, and contemporary works.

R.F1: Use phonetic skills to decode words
R.F2: Use word recognition and decoding strategies such as phonetic skills, context clues, picture clues, word order, prefixes and suffixes to comprehend written selections
R.F3: Use reading comprehension strategies such as drawing conclusions, summarizing, making predictions, identifying cause and effect, and differentiating fiction from nonfiction
R.F4: Identify facts and the main idea, sequence events, define and differentiate characters, and determine an author's purpose in a range of traditional and contemporary literature
R.F5: Analyze selections of fiction, nonfiction and poetry for their literary elements such as character, setting, plot, sequence of events and organization of text
R.F6: Read and comprehend consumer information such as forms, newspaper ads, warning labels and safety pamphlets
R.F7: Follow a list of directions and evaluate those directions for clarity
R.F8: Recognize the historical and cultural perspectives of literary selections

HINTS FOR IMPROVING YOUR AIMS - READING



- You will be asked to read different types of fiction and nonfiction. Each reading will have a different purpose. Read each passage and the questions carefully.
- Try to get the "big picture" or overall point of the story, poem, or article. Pay attention to the important details that support the main idea.
- Use the strategies you have learned to identify a word you may not know.
- In multiple choice questions, **choose the <u>best</u> response** to the question.
- In short answers, be sure to answer the question clearly and completely. Think about each question before you write. Organize your thoughts before you begin writing. Read what you have written to be sure it makes sense.
- **Manage your time** so that you won't feel rushed answering questions that ask for a written response. Again, this is not a timed test, but you do want to use your time well.

Sample Reading Article

Directions: Read the sample article and answer Reading questions 1-12.

The story below is from a book called *The Josefina Story Quilt*. The book is about a girl named Faith and her family who are moving to California in 1850. Josefina is Faith's pet hen. Faith's father did not want to bring Josefina on the family's wagon, but Faith promised that the hen would not cause any problems.

Trouble

At night the wagons made a circle around the animals. Women cooked the meals over campfire. Afterward, there was singing and banjo music. Faith let Josefina out for a stretch.

Suddenly, "WOOOOF!" A dog ran up to Josefina and barked fiercely at her. Josefina squawked and ran.

"Come back!" yelled Faith. But it was too late. Josefina was in the middle of the animals. Horses snorted and reared. Cows kicked and mooed. Oxen bellowed.

"That pesky hen!" Pa shouted and ran after her. "She almost started a stampede," Pa said angrily. "OUT SHE GOES!"

"Please Pa," begged Faith, "give her one more chance. It was the dog's fault."

"Faith is right," said Ma. "I saw the whole thing."

Pa put Josefina back in her cage. "Just one more chance," he said.

That night Faith whispered, "Josefina, please try to be good."

"Cluck!...Cluck!...Cluck!" said the hen. They understood one another as true friends do.

Sample Questions - Reading

Question 1 (assesses concept R.F4.PO1 - identify the main idea)

This story is MAINLY about

A. cooking over a campfire
B. riding a wagon train
C. a girl and her pet hen
D. a girl and her pet dog

Question 2 (assesses concept R.F4.PO2 - sequence a series of events from a reading selection)

Below are four events that take place in the story. Number them from 1 to 4 in the order in which they happen in the story.

☐ **Faith asked Josefina to be good.**

☐ **Faith let Josefina out of her cage for a stretch.**

☐ **Pa was angry.**

☐ **The dog barked and the horses reared.**

Question 3 (assesses concept R.F3.PO4 - identifies cause and effect relationships)

Why did Pa want to be rid of Josefina?

A. Faith spent too much time with her.
B. He thought she started trouble with the animals.
C. She ate too much.
D. She fought with the other hens.

Question 4 (assesses concept R.F3.PO3 - predict events, actions, and behaviors using prior knowledge and details)

The next time Josefina is out of the cage, Faith will PROBABLY

A. leave her alone
B. stay close by the hen
C. call the animals
D. call the dog

Question 5 (assesses concept R.F4.PO1 - identify relevant facts)

How did Faith's mother help her and Josefina?

A. She caught the hen.
B. She blamed the cow.
C. She agreed it was the dog's fault.
D. She agreed the hen had to go.

Question 6 (assesses concept R.F3.PO1 - draw conclusions based on the text)

How does Faith feel about her hen Josefina?

A. She thinks she is a pest.
B. She is angry with her.
C. She is tired of her.
D. She cares about her like a friend.

Question 7 (assesses concept R.F1.PO1 - decode words in context using beginning, middle and final letter/sound relationships)

Read the sentence and choose the letters that BEST complete the word.

Faith was a _eet girl.

A. sw
B. fl
C. ch
D. tr

Question 8 (assesses concept R.F1.PO1 - decode words in context using beginning, middle and final letter/sound relationships)

Read the sentence and choose the letter that BEST completes the word.

Josefina _ikes her friend.

A. b
B. m
C. r
D. l

Question 9 (assesses concept R.F2.PO1 - derive meaning using reading/decoding strategies)

Read the sentence below.

A dog ran up to Josefina and barked <u>fiercely</u> at her.

What word means the same as *<u>fiercely</u>?*

A. loudly
B. meanly
C. nicely
D. quietly

Question 10 (assesses concept R.F4.PO3 - compare characters)

Write TWO sentences that tell how Faith's actions and her mother's are alike.

1._____
_____
_____
2._____
_____
_____

Question 11 (assesses concept R.F3.PO2 - restate information)

Write THREE sentences that describe what THREE animals did.

1._____
_____
_____
2._____
_____
_____
3._____
_____
_____

Question 12 (assesses concept R.F2.PO1 - derive meaning from a written selection using reading/decoding strategies)

Read the sentence below.

Pa <u>shouted</u> and ran after her.

A word that means the OPPOSITE of *<u>shouted</u>* is

A. screamed
B. yelled
C. whispered
D. crowded

Answer key is on page 49

WRITING

Writing is a skill that is not only important but is also fun. It is a way to share our ideas with others. We will use this skill all of our lives. It takes practice and hard work to become a good writer. We need to look at our own writing as a reader does and be sure that our writing says what we want it to say. On the next page is a list of writing skills that you should know and be able to do by the end of your third grade year. Talk with your teacher and your parents to be sure you understand what they mean. And practice your writing – notes, lists, directions, invitations, letters, reports, and stories. That's the best way to become a better writer!

About the Test

Questions in AIMS - Writing will be multiple choice and short answer. You will also be asked to write one longer piece of writing (one to two pages), for example, a story. You will be given time to plan, draft, revise, edit, and write a final copy. AIMS is NOT A TIMED TEST, so your teacher will give you as much time as you need to finish the test. But you do need to use your time well! The test has about 35 questions. There are sample questions on the next pages. There are also examples of student writing that help you see what this type of writing task will look like and what a strong and a weak response might be. This will help you understand the expectations for the writing part of this test.

WRITING STANDARDS: FOUNDATIONS LEVEL

Students effectively use written language for a variety of purposes and with a variety of audiences.

W.F1: Use the writing process, including generating topics, drafting, revising ideas and editing, to complete effectively a variety of writing tasks
W.F2: Use correct spelling, punctuation, capitalization, grammar and word usage, and good penmanship to complete effectively a variety of writing tasks
W.F3: Write a personal experience narrative or a creative story that has a beginning, middle, and end and uses descriptive words or phrases to develop ideas and advance the characters, plot, and setting
W.F4: Gather, organize, and accurately, clearly and sequentially report information gained from personal observations and experiences such as science experiments, field trips and classroom visitors
W.F5: Locate, acknowledge and use several sources to write an informational report in their own words
W.F6: Write well-organized communications, such as friendly letters, memos and invitations for a specific audience and with a clear purpose

HINTS FOR IMPROVING YOUR AIMS - WRITING

- Read each question carefully.
- Think about the question.
- In multiple choice, choose the BEST answer.
- When asked to write, be sure to think, write, and then read your work!
- When writing your longer writing task, be sure to use the steps in the writing process: take the time to plan, draft, revise, and edit.
- Use the writer's checklist-it will help you make improvements in your draft.
- Recopy your rough draft carefully into a final copy (only your final copy will be scored, not your rough draft).
- Read your final copy to be sure it says what you mean.
- Use your best handwriting.
- Take your time.

Sample Questions - Writing

Question 1 (assesses concept W.F6.PO1 - write letters, organizing content including necessary components of the selected format)

Use the friendly letter below to answer questions 1 and 2.

(1)_____

Dear Ann,
Nicole and I are going to the movies on Saturday with my mom and dad. Can you come with us?

(2)_____

Kristin

Choose the correct answer for the blank (1) in the letter above.

A. 345-8899
B. Dear Martina,
C. 102 Main Street
D. January 23, 2001

Question 2 (assesses concept W.F6.PO2 - place commas correctly in components unique to letters, invitations, memos)

Choose the correct closing (2) for this friendly letter.

A. Your friend.
B. Your friend,
C. Your friend:
D. Your friend!

Question 3 (assesses concept W.F2.PO2 - punctuate endings of sentences)

Which sentence has the correct end punctuation?

A. Have you read this book.
B. Have you seen my dog,
C. Are you going to the party!
D. Is this your hat?

Question 4 (assesses concept W.F2.PO3 - capitalize sentence beginnings and proper nouns)

Which word needs a capital letter?

A. school
B. arizona
C. cat
D. love

Question 5 (assesses concept W.F2.PO4 - use standard age-appropriate grammar and usage)

Choose the word that best completes the sentence.

Sam was _____to his teacher.

A. listen
B. listens
C. listening
D. listened

Question 6 (assesses concept W.F5.PO1 - use resources to write an informational report)

If you were going to write a report about sharks, which of these would be the most useful?

A. a picture of a shark
B. a book about sharks
C. a visit to the zoo
D. a video about animals

Question 7 (assesses concept W.F3.PO1 - write a story that has a beginning, middle and end)

Jake wrote this story about his visit to the circus. Write an ending sentence for his story.

I will never forget the first time I went to the circus. I was so excited! I saw dancing elephants and scary tigers. I saw a man walk on a high wire. The clowns were my favorite. They made everyone laugh with their silly tricks.

_____
_____
_____
_____
_____

Question 8 (assesses concept W.F3.PO2 - write a narrative using sensory details)

Pretend you are going to write about your favorite food. Write THREE WORDS below that you could use to describe the way your favorite food looks, tastes and smells.

1._____
2._____
3._____

Question 9 (assesses concept W.F2.PO4 - use standard grammar and usage)

Which of the following is a complete sentence?

A. She walked home.
B. Once upon a time!
C. The long hot day,
D. At the baseball game?

Question 10 (assesses concept W.F4.PO3 - report events sequentially)

Rene wrote a report about her bean seed experiment. Help her fill in the missing sentence in her report.

First, I soaked some bean seeds in water. Then, I filled a paper cup with soil. Next, I planted the bean seeds in the soil.

_____

_____

_____

Finally, I watched them grow!

Question 11 (assesses concept W.F6.PO1 - organize content in friendly letters, memos, and invitations)

What information is NOT NEEDED in an invitation to a birthday party?

A. where the party is
B. when the party is
C. who else is invited
D. who is giving the party

Question 12 (assesses concept W.F2.PO3 - capitalize sentence beginnings and proper nouns)

In the sentence below, circle the letter below the word that needs a capital letter.

she likes to read books about space.
(a) (b) (c) (d)

Answer key is on page 50

HOW TO USE THE WRITING SAMPLES IN THIS SECTION

At the bottom of this page is an example of an extended (longer) writing task you will be given on the AIMS - Writing. On the next few pages are sample papers that third grade students wrote in response to this writing task, with the scores they were given. Follow the steps below to help you use these samples.

1. Be sure you understand the task: what is it the question is asking you to write about?
2. Read the papers these third graders wrote.
3. Think about the writing. Are the writer's ideas clear? Is the paper organized with a beginning, middle and end? Can you hear the writer's voice? Did the writer choose words carefully? Do the sentences make sense? Did the writer edit the paper carefully for mistakes?
4. Talk about these papers with your teacher and other students. What did you see in these papers that helped you understand the writer's message? Where does the paper need work?
5. Read the scores with your teacher or a parent to see if you understand and agree with the comments made about each score.
6. Write your own paper for practice.
7. Ask your teacher to score your paper (or score it yourself!) and pay attention to what you did well and what you can do to make your paper better.

Sample writing task:
Most people have at least one thing that means a lot to them. Think of something you have that you would like to keep forever. Tell about it so that your readers can picture it in their minds and understand why it is special.

STUDENT WRITING SAMPLE 1
Title: My Porclain Doll

Write the final copy of your paper here.

My Porclain doll

Whe.n it Was my birthday and I was turning eight. I got a porcelain doll from my Grandma. I hope I get to keep it for my hole life. That is how Special it is to me. It is a ballet dancer. Her hair is braded. She has roseis in her head band. Her skirt is pink. She has a rose on her White blows. Her ballet shoes are pink She has blue eyes. Her hair is blondish brown. her lips are rosie pink. her skin is whiteish peachish. She has beautifull pink bow on the edge of her sleevs. She makes beautifull music when you wind her up. She is the most beatifull thing I've ever had.

Please turn the page if you need more space.

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SCORE SHEET FOR WRITING SAMPLE 1
Title: "My Porclain Doll"

This sample is an ACCEPTABLE response.

Ideas and Content	Organization	Voice
6 5 (4) 3 2 1	6 5 (4) 3 2 1	6 5 (4) 3 2 1

Word Choice	Sentence Fluency	Conventions
6 5 (4) 3 2 1	6 5 (4) 3 2 1	6 5 4 (3) 2 1

NOTE: The underlined sentences are taken directly from the student scoring guide in Appendix B.

Ideas and Content: This paper scores a 4 in ideas. The writing is clear and sticks to the topic. The writer has chosen details that help explain the main idea. The writer explains what the doll looks like, but does not tell much about why it is special.

Organization: This paper scores a 4 in organization. The writing has a clear beginning, middle and end. Details fit where placed and help the reader understand the message.

Voice: This paper scores a 4 in voice. The writer speaks to the reader and the paper shows honesty and sincerity. *I hope I get to keep it for my hole life. She is the most beautiful thing I've ever had.*

Word Choice: This paper scores a 4 in word choice. The word choices work to make the message clear, but there is not much variety; the writer uses mostly color words. *Her skirt is pink...her white blows....her shoes are pink....her hair is blondish brown...her lips are rosie pink...she has blue eyes.*

Sentence Fluency: This paper scores a 4 in fluency. Sentences make sense and flow from one to the other. Although the writer does repeat the same sentence patterns, (*her hair...her lips...her shoes...her skirt...)* there is control of simple sentences and some control of more complex sentences.

Conventions: This paper scores a 3 in conventions. There are a variety of errors in spelling, capitalization, end punctuation.

STUDENT WRITING SAMPLE 2
Title: "My Kitten"

Write the final copy of your paper here.

My Kitten

I own a kitten. She is black and white. She some times curles up in my lap and falls a sleep, some times when shes a sleep and I'm petting her she has a bad dream. She starts squirming and squirming. She wakes up and runs under my bed. She some times acts weird but she is usually very comb. When I pet her she purrs very very loud. She is usually nice but some times she bites and starts kicking me. She can get very skard I usually sit by her in front of the heter. She atack my dog, its very funney! I like her very much!

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SCORE SHEET FOR WRITING SAMPLE 2
Title: "My Kitten"

This is an acceptable response.

Ideas and Content	Organization	Voice
6 5 (4) 3 2 1	6 5 4 (3) 2 1	6 5 (4) 3 2 1

Word Choice	Sentence Fluency	Conventions
6 5 (4) 3 2 1	6 5 (4) 3 2 1	6 5 (4) 3 2 1

NOTE: The underlined sentences are taken directly from the student scoring guide in Appendix B.

Ideas and Content: This paper scores a **4** in ideas. <u>The writing is clear and sticks to the topic. The writer has chosen details that help explain the main idea.</u>

Organization: This paper scores a **3** in organization. <u>The writer has tried to organize the writing, but the beginning and end are short.</u> The writer moves from one idea (sentence) to the next without a clear plan.

Voice: This paper scores a **4** in voice. <u>The writer speaks to the reader and the paper shows honesty and sincerity.</u> *She atacs my dog, its very funny! I like her very much.*

Word Choice: This paper scores a **4** in word choice. The word choices work <u>to make the message clear, but may not paint a strong picture in the reader's mind.</u> *She sometimes acts weird, but she is usually very camb. She is usually nice.*

Sentence Fluency: This paper scores a **4** in fluency. <u>Sentences make sense and flow from one to the other. The writer uses both simple and complex sentences with stronger control of simple sentences.</u>

Conventions: This paper scores a **4** in conventions. Most of the errors are spelling mistakes. The writer does have control of end punctuation, capitalization, and usage.

STUDENT WRITING SAMPLE 3
Title: "Grila Alien"

Write the final copy of your paper here.

Grila Alien

I have a toy that is a grila Alien. He is pritty cool Alien but sum times he can be annoy. but hes pritty cool. My friends really like to play with the Alien a lot I gave him a pritty cool name it is grilue Alien He has softue pointey elbows and neas

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SCORE SHEET FOR WRITING SAMPLE 3
Title: "Grila Alien"

This is NOT an acceptable response.

Ideas and Content	Organization	Voice
6 5 4 (3) 2 1	6 5 4 3 (2) 1	6 5 4 (3) 2 1

Word Choice	Sentence Fluency	Conventions
6 5 4 3 (2) 1	6 5 4 3 (2) 1	6 5 4 3 (2) 1

NOTE: The underlined sentences are taken directly from the student scoring guide in Appendix B.

Ideas and Content: This paper scores a 3 in ideas. <u>The reader can understand what the writer is trying to say, but the writing does not have enough details; details are somewhat general.</u>

Organization: This paper scores a 2 in organization. <u>The writing is too short to show any organization.</u> The writer moves from one idea (sentence) to the next without a clear plan. It needs an ending.

Voice: This paper scores a 3 in voice. The writer is not always involved with the topic. Voice appears but then disappears. *He is a pritty cool Alien but sum times he can be annuon but he's pritty cool.*

Word Choice: This paper scores a 2 in word choice. Some words are used over and over for such a short piece. Words are not specific and do not create clear pictures for the reader.

Sentence Fluency: This paper scores a 2 in fluency. Most sentences are understandable but not very smooth. The writer shows limited control of simple sentences. For a short paper, there are quite a few run-on sentences. *He is pritty cool but sum times he can be annuon but he's pritty cool. My friend's really like to play with him alot I gave him a really cool name it is grilue Alien He has soft pointy elboes and neas*

Conventions: This paper scores a 2 in conventions. <u>Frequent errors make the paper difficult to read.</u> A variety of errors include spelling, punctuation, capitalization, and usage.

STUDENT WRITING SAMPLE 4
Title: "My Friend"

Write the final copy of your paper here.

My Friend

My Friend is Nicece to me
and I am Nicece to him
and his NAme is jereme
jereme is Nicece to me
and I am Nicece to
him and he is Nicece
to me and I lick him.

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SCORE SHEET FOR WRITING SAMPLE 4

Title: "My Friend"

This is NOT an acceptable response.

Ideas and Content	Organization	Voice
6 5 4 3 (2) 1	6 5 4 3 2 (1)	6 5 4 3 (2) 1
Word Choice	**Sentence Fluency**	**Conventions**
6 5 4 3 (2) 1	6 5 4 3 (2) 1	6 5 4 3 (2) 1

NOTE: The underlined sentences are taken directly from the student scoring guide in Appendix B.

Ideas and Content: This paper scores a 2 in ideas. The writer repeats the same idea *(I am nicece to him and he is nicece to me).* There is limited support and details.

Organization: This paper scores a 1 in organization. There is no clear beginning or ending. Ideas and details are not tied together.

Voice: This paper scores a 2 in voice. The writer shows little involvement with the topic, purpose or audience.

Word Choice: This paper scores a 2 in word choice. Frequent repetition of a limited number of words although they are used correctly.

Sentence Fluency: This paper scores a 2 in fluency. Rambling sentence with no stops. Simple sentences are linked together with "and".

Conventions: This paper scores a 2 in conventions. A variety of errors include spelling, punctuation, and capitalization.

STUDENT WRITING SAMPLE 5
Title: "Toy"

Write the final copy of your paper here.

Toy

Hey I like this toy
and it can do majick dad hey
it doesn't work this toy
why son becsh Why
it broack dad I think we sud tak it go to the shop
Lets do it dad OK son but
Mother will come Home
We are Home Hom Look at my pet.
That pet is good
can I tack my pet yes son but come Home
by dad and mom
is the good boy yes he is good
Lets by are son.
Lets go thome wiet now.
that me on TV
hey dad What son do you love my pet
Yes son but your Mother is have a baby.
is it a boy or girl.
it a boy yes its a boy.
Why its a boy dad the doctr said
Let's by some toy

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SCORE SHEET FOR WRITING SAMPLE 5
Title: "Toy"

This is NOT an acceptable response.

Ideas and Content	Organization	Voice
6 5 4 3 2 (1)	6 5 4 3 2 (1)	6 5 4 3 (2) 1
Word Choice	**Sentence Fluency**	**Conventions**
6 5 4 3 (2) 1	6 5 4 3 2 (1)	6 5 4 3 2 (1)

NOTE: The underlined sentences are taken directly from the student scoring guide in Appendix B.

Ideas and Content: This paper scores a 1 in ideas. <u>The writing is unclear and seems to have no purpose. It is hard to tell what the writer really wanted to say.</u>

Organization: This paper scores a 1 in organization. The writing is hard to follow. <u>The reader has to re-read and may still be confused</u>. There is no clear beginning or ending. <u>Ideas and details are not tied together</u>.

Voice: This paper scores a 2 in voice. There is some sense of the writer behind the words in the dialogue, but it is limited.

Word Choice: This paper scores a 2 in word choice. There are problems with misuse of words as well as repetition.

Sentence Fluency: This paper scores a 1 in fluency. The writing is <u>difficult to follow</u>. Rambling and awkward sentences interfere with meaning.

Conventions: This paper scores a 1 in conventions. Many errors make reading this difficult. The writer shows <u>little understanding of when to use capital letters or punctuation marks; some parts are difficult to understand</u>.

MATHEMATICS

Math! When do you use math? Every day! At the store, you may ask yourself, "Do I have enough money to buy what I need?" "Did I get the correct change back?" When you are having a discussion with your friend you might ask, "Did the explanation he gave sound logical?" These are examples of using math daily. Do you want to be a police officer, a cattle rancher, a fire fighter or an astronaut when you grow up? How about mining, building houses or owning your own business? Then you need to learn your math today to make your future dreams come true. Even if you're not sure now what you want to do when you grow up, learning math now will give you a lot more choices to pick from later on. You will find that math is not only something you'll need to do, it is something you'll like to do!

About the Test

Questions in AIMS - Mathematics will require both multiple choice responses worth 1 point each and a few (about 9) short answer responses worth up to 2 points each. There are about 50 questions and it should take *about* 2 to 3 hours to complete. But remember that this test is a power test, NOT a timed test. That means you can take as much time as you need to do your best. Although calculators are not allowed, you can do the arithmetic problems with pencil and paper. Most of the questions will be general understanding of mathematics and problem-solving skills. But it won't hurt to practice your addition, subtraction, multiplication and division tables!

MATHEMATICS STANDARDS: FOUNDATIONS LEVEL

M.F1: Number Sense. Students develop number sense and use numbers and number relationships to acquire basic facts, to solve a wide variety of real-world problems, and to determine the reasonableness of results.

M.F2: Data Analysis and Probability. Students use data collection and analysis, statistics, and probability to make valid inferences, decisions and arguments, and to solve a variety of real-world problems.

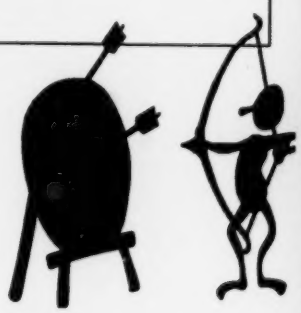
M.F3: Patterns, Algebra and Functions. Students use algebraic methods to explore, model and describe patterns, relationships and functions involving numbers, shapes, data, and graphs within a variety of real-world problem-solving situations.

M.F4: Geometry. Students use geometric methods, properties and relationships as a means to recognize, draw, describe, connect, and analyze shapes and representations in the physical world.

M.F5: Measurement and Discrete Mathematics. Students make and use direct and indirect measurement, metric and U.S. customary, to describe and compare the real world and to prepare for the study of discrete functions, fractals and chaos that have evolved out of the age of technology.

M.F6: Mathematical Structure/Logic. Students use both inductive and deductive reasoning as they make conjectures and test the validity of arguments.

HINTS FOR IMPROVING YOUR AIMS - MATHEMATICS



- Remember! This is NOT a timed test! Take as much time as you need and do your best work.
- Estimate an answer first so you can check if your answer is reasonable.
- Calculators are not allowed in this test, so be careful with your calculations and double-check your work.
- Multiple choice questions - look at ALL the choices and choose the BEST one.
- Short answer problems - show ALL your work - always, even if you think you can do the steps in your head without writing them out!
- Write your answer as though the person reading it knows nothing about this problem. You might think a problem is so simple you shouldn't have to write out any steps. But you will not get all the points if you do not show how you arrived at the answer.
- On the short answer problems, be sure your explanation is clear to the readers and that your written answer says what you mean.

Sample Questions- Mathematics

What to Expect from this Section

This *3rd Grade Student Guide for AIMS - Mathematics* gives examples of the types of questions that will appear on the test. All six Standards are presented with some *general* concepts listed for each section. Keep in mind that these lists do *not* include every performance objective. See the publication *Arizona Academic Standards* to find a complete listing of the concepts for each Standard in the *"Foundations"* section. If you don't have one of these at home, see your teacher.

Every question in this *Guide* lists the standard and the concept it is assessing. There is a wide sampling of the types of questions that might be asked, but there is not a sample question in this *Guide* for every item on the test. An answer key for all mathematics sample questions is in Appendix A (page 51), including acceptable answers for short answer questions.

Just as a reminder...students taking the 3rd grade test will be writing in their test booklets, not on a separate answer sheet. Therefore, there is no practice sheet as there is in each *Guide* for 5th, 8th, and High School.

STANDARD 1: Number Sense

General concepts you should know:

- Addition and subtraction of two three-digit whole numbers
- Fractions (halves, thirds, fourths, eighths, and tenths), including adding and subtracting of fractions with common denominators
- Read, write and order (smallest to largest and largest to smallest) whole numbers up to one thousand
- Place value concepts
- Expanded notation
- Counting money, and adding and subtracting money up to $5.00
- Evaluate reasonableness of results using a variety of techniques, including estimation

Question 1 (assesses concept 1M.F1.PO2 - identify a whole number represented by a model with a word name and symbol)

Scott counted the number of baseball cards that he has saved. He kept track in the table below. How many cards does he have?

Hundreds	Tens	Ones
//	//	𝍸 ///

A. 220

B. 228

C. 2,280

D. 208

Answer key is on page 51

Question 2 (assesses concept 1M.F1.PO4 - make a model to represent a given fraction)

Shade in $\frac{3}{4}$ of this figure.

Question 3 (assesses concept 1M.F2.PO1 - read whole numbers up to one thousand)

Jenny counted 483 books in one section of the library. Which section of books did Jenny count?

A.

One hundred forty eight

B.

Four hundred thirty eight

C.

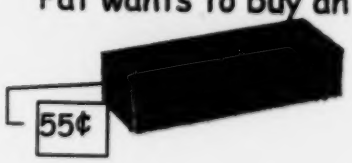
Three hundred eighty three

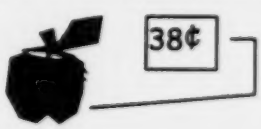
D.

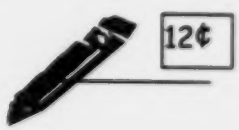
Four hundred eighty three

Question 4 (assesses concept 1M.F3.PO6 - select appropriate operations to solve word problems)

Pat wants to buy an apple, a pack of gum, and a pencil.







Write a number sentence to show how much money Pat needs.

Question 5 (assesses concept 1M.F4.PO2 - add and subtract two three-digit whole numbers)

Solve:

$$\begin{array}{r} 623 \\ -\ 359 \\ \hline \end{array}$$

A. 374

B. 264

C. 374

D. 385

Question 6 (assesses concept 1M.F5.PO2 - solve problems using a variety of mental computations and estimation)

ESTIMATE the number that is closest to 6×7.

A. 30

B. 40

C. 50

D. 60

STANDARD 2: Data Analysis and Probability

General concepts you should know:

- Collect, record, and organize data from surveys and probability experiments
- Identify largest, smallest, most often recorded (mode), least often and middle (median)
- Make and label graphs and solve problems using graphs, charts and tables
- Locate points on a line graph using ordered pairs
- Name possible outcomes of probability experiments and predict the most likely or least likely outcome
- Concept of sample

Question 7 (assesses concept 2M.F1.PO3 – identify largest, smallest, most often recorded (mode), least often recorded, and middle (median) using sorted data)

Mary had the following quiz scores:

35, 37, 37, 43, 43, 43, 49, 49, 49, 49

Which score did she receive LEAST often?

A. 35

B. 37

C. 43

D. 49

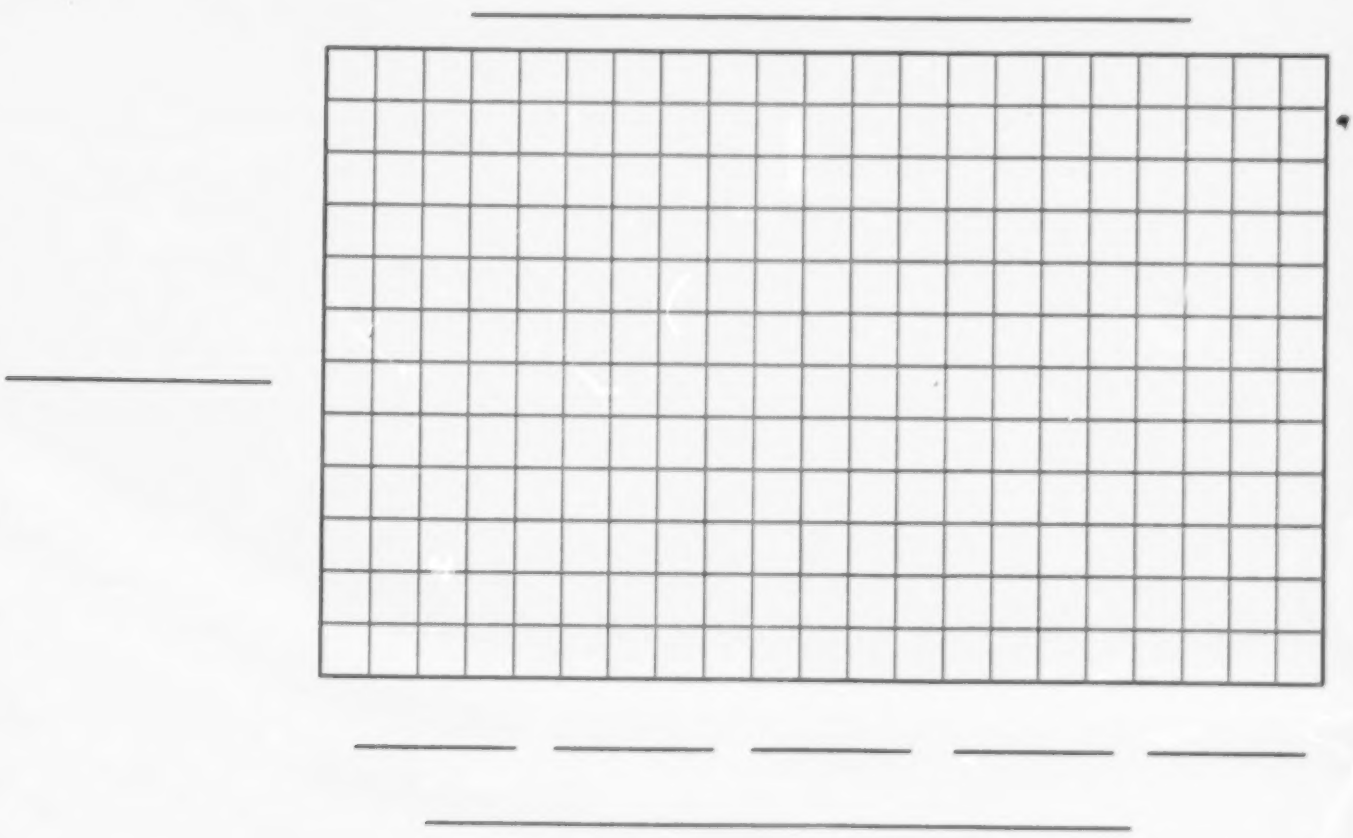
Question 8 (assesses concept 2M.F2.PO1 – make and label a graph)

The table below shows the favorite ice cream flavors of the girls in a Girl Scout troop.

Favorite Ice Cream Flavors

Chocolate	10
Vanilla	7
Peach	2
Strawberry	5
Banana	6

Make a vertical bar graph that shows the information in the table. Be sure to label your graph.



Question 9 (assesses concept 2M.F3.PO2 – organize (e.g., sorting, sequencing, or tallying) data from a probability experiment)

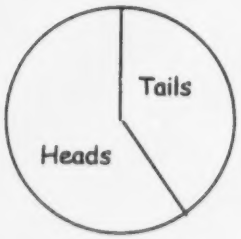
John flipped a coin 20 times and recorded the results in the table below. He tallied the number of times the coin was heads and the number of times the coin was tails.

Coin Results	Number of Times Coin Landed
Heads	𝍸 ///
Tails	𝍸𝍸 //

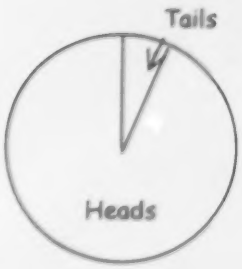
Which of the following circle graphs shows the same information as John's tally marks?

A.

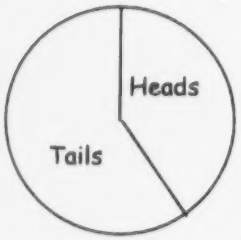
B.



C.



D.



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STANDARD 3: Patterns, Algebra and Functions

General concepts you should know:

- Create, describe, and extend a variety of patterns using shapes, events, designs and numbers
- Make predictions based on a given pattern
- Identify the pattern in skip counting and name the next number in a pattern
- Recognize the symbols of equality and inequality (<, >, =)
- Find the missing number in addition and subtraction number sentences

Question 10 (assesses concept 3M.F1.PO3 - describe a given pattern occurring in a sequence of numbers)

What number comes next?

44, 38, 32, 26, _____

Explain how you got your answer.

Question 11 (assesses concept 3M.F2.PO1 - make predictions based on a given pattern)

3, 7, 11, 15, _____

The numbers in this pattern will ALWAYS

A. be odd

B. be even

C. end with an even number

D. begin with an even number

Question 12 (assesses concept 3M.F4.PO1 - identify the pattern in skip counting)

How do you get the next number in this pattern?

80, 40, 20, 10, _____

A. Divide by 2

B. Multiply by 2

C. Subtract 20

D. Add 20

Question 13 (assesses concept 3M.F5.PO1 - use the symbols (<, >, =) to compare whole numbers)

Which number statement is true?

A. 17 < 15

B. 15 = 17

C. 17 > 15

D. 15 > 17

Question 14 (assesses concept 3M.F6.PO1 - find the missing number in addition and subtraction number sentences)

What number makes the following number sentence true?

52 - ___ = 13

A. 65

B. 39

C. 29

D. 38

STANDARD 4: Geometry

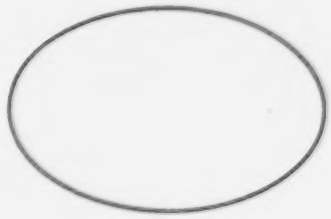
General concepts you should know:

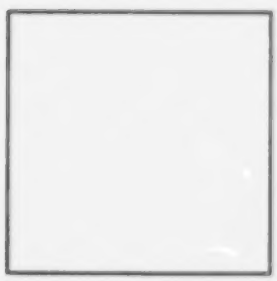
- Identify two- and three-dimensional shapes; draw two-dimensional shapes
- Compare attributes of two-dimensional shapes and compare attributes of three-dimensional shapes
- Use rectangular arrays to represent a multiplication fact
- Predict how shapes can be changed by combining or dividing them

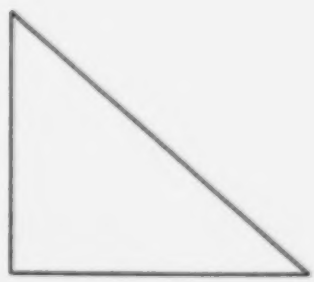
Question 15 (assesses concept 4M.F1.PO1 – identify two-dimensional shapes by name and attribute)

Which of the following shapes is a square?

A.

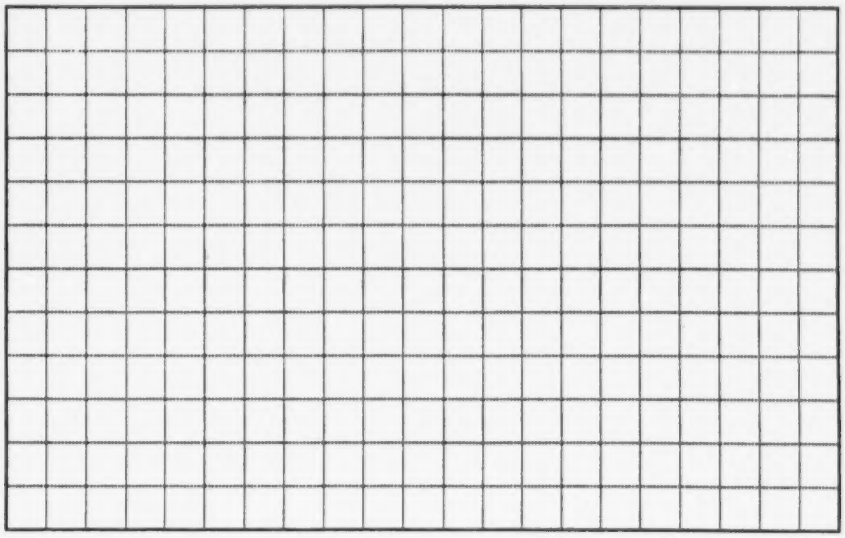
B. 

C. 

D. 

Question 16 (assesses concept 4M.F1.PO2 - draw two-dimensional shapes)

Draw a shape that has four sides and four corners. Write its name below your figure.



Question 17 (assesses concept 4M.F1.PO4 - compare attributes of two-dimensional shapes)

Which two objects are the same size AND the same shape?

A.

B.

C.

D.

Question 18 (assesses concept 4M.F1.PO6 - use a rectangular array to represent a multiplication fact)

Which number sentence tells how you can find the total number of *Xs*?

X X X X
X X X X
X X X X
X X X X
X X X X

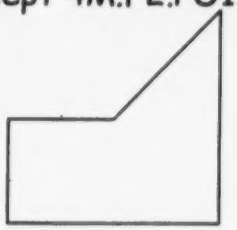
A. 4 x 4

B. 5 x 4

C. 5 + 4

D. 9 x 3

Question 19 (assesses concept 4M.F2.PO1 - build geometric shapes with other common shapes)



Which of the figures below could be used together to make the shape above?

1

2

3

A. 1 and 2

B. 1 and 3

C. 1, 2, and 3

D. 2 and 3

STANDARD 5: Measurement and Discrete Mathematics

General concepts you should know:

- Determine and identify the characteristics (attributes) of an object that are measurable (e.g., length and weight are measurable; color and texture are not)
- Select appropriate unit of measure for a given characteristic of an object (e.g., inches, feet and yards; centimeters and meters; cups, gallons and liters; ounces, pounds, grams and kilograms)
- Select appropriate tool to measure the given characteristic of an object (e.g., ruler, thermometer, measuring cup, scale)
- Tell time to the nearest minute on digital and traditional (analog) clocks
- Determine the passage of time (days, months and years) using a calendar
- Compare units of measure to determine "more or less" relationships (e.g., 10 inches < 1 foot); also to determine equivalent relationships (e.g., 3 feet = 1 yard)
- Read a thermometer in Celsius and Fahrenheit to the nearest degree
- Estimate measurements and evaluate reasonableness
- Make a diagram to represent the number of combinations between two sets

Question 20 (assesses concept 5M.F1.PO1 - determine the characteristics (attributes) of an object that are measurable)

Name two things about a carton of milk that can be measured.

1) _____

2) _____

Question 21 (assesses concept 5M.F1.PO2 – identify the type of measure (e.g., weight, height, volume) for each attribute)

What measurement tells you the number of ounces in a bottle of soda?

A. height

B. weight

C. width

D. length

Question 22 (assesses concept 5M.F2.PO6 – determine the passage of time using a calendar)

Use the calendar to answer the question below.

July

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

If you and your parents go on a vacation trip July 25 and return home on August 12, how long is your vacation?

A. 1 week

B. 1 month

C. 19 days

D. 2 weeks

Question 23 (assesses concept 5M.F2.PO7 - compare units of measure)

Which statement is true?

A. 70 minutes is less than 1 hour

B. 90 minutes is less than 2 hours

C. 3 hours is less than 160 minutes

D. 70 seconds is less than one minute

Question 24 (assesses concept 5M.F4.PO1 - make a diagram to represent the number of combinations between two sets)

A restaurant sells pizza, giving a choice of crust and one topping. How many different pizzas can the restaurant make if there are 2 types of crust and 4 toppings?

A. 8

B. 6

C. 4

D. 2

STANDARD 6: Mathematical Structure and Logic

General concepts you should know:

- Formulate mathematical problems from everyday situations
- Extend a pattern using inductive reasoning
- Make a prediction based on existing information
- Use words such as *all, every, none, some* and *many* to make reasonable conclusions about situations

Question 25 (assesses concept 6M.F1.PO1 – formulate mathematical problems from everyday situations)

Write a math story that has 6 baseball cards as the correct answer.

_____

_____

Write a number sentence to match your story.

_____

Question 26 (assesses concept 6M.F2.PO2 – make a prediction based on existing information)

Tom has a jar of marbles that are red, blue, and green. MOST of the marbles in Tom's jar are green. If he reaches in the jar and pulls out a marble, what color will it PROBABLY be?

A. white

B. black

C. red

D. green

Question 27 (assesses concept 6M.F2.PO2 – make a prediction based on existing information)

The table below shows four third-grade baseball teams and the number of students on each one.

TEAM SIZE

Team 1	11
Team 2	14
Team 3	14
Team 4	9

A team can have at most 15 students. If a new student wanted to play on a baseball team, on which team will he or she PROBABLY be placed?

A. Team 1

B. Team 2

C. Team 3

D. Team 4

Question 28 (assesses concept 6M.F4.PO1 – use such words as *all, every, none, some* and *many* to make reasonable conclusions about situations)

Some dogs have fluffy tails. Ginger is a dog. What can you say about Ginger?

A. Ginger has red hair.

B. Ginger might have a fluffy tail.

C. Ginger has a fluffy tail.

D. Ginger does not have a fluffy tail.

APPENDICES

APPENDIX A - Scoring Keys

READING SCORING KEY

Question 1 C

Question 2 Correct order of events:

4 - 1 - 3 - 2

Score Points:

2 points: 3 or 4 statements are in the correct order

1 point: 2 statements are in the correct order

0 points: Other responses

Question 3 B
Question 4 B
Question 5 C
Question 6 D
Question 7 A
Question 8 D
Question 9 B

Question 10 Score Points:

2 points: Student writes two sentences that describe how Faith and her mother are alike.

1 point: Student writes one sentence that describes how Faith and her mother are alike.

0 points: Other responses

Example of a 2 Point Response for Reading Question 10:

1. They both blamed the dog.
2. They both stick up for the hen.

Example of a 1 Point Response for Reading Question 10:

1. Her mom told her dad it was the dog's fault just like Faith did.

Question 11 Score Points:

3 points: Student writes 3 sentences (or ideas) about three of the animals.

2 points: Student writes 2 sentences (or ideas) about two of the animals.

1 point: Student writes 1 sentence or idea about one of the animals.

0 points: Other responses

Example of a 3 point Response for Reading Question 11:

The dog barked at Josefina. The cows kicked and mooed. The horses snorted and reared.

Example of a 2 Point Response for Reading Question 11:

The cows kicked and mooed, and the oxen bellowed.

Example of a 1 Point Response for Reading Question 11:

The horses snorted and kicked.

Question 12 C

WRITING SCORING KEY

Question 1 D
Question 2 B
Question 3 D
Question 4 B
Question 5 C
Question 6 B

Question 7 Score Points:

1 point: Student writes a complete sentence that is an appropriate conclusion to the story (an ending that fits).

0 points: Other responses

Example of a 1 Point Response for Writing Question 7:

I hope I can go to the circus again soon.

Question 8 Score Points:

3 points: Any 3 appropriate words that describe the way the food looks, smells, or tastes

2 points: Any 2 appropriate words that describe the way the food looks, smells, or tastes

1 point: Any 1 appropriate word that describes the way the food looks, smells, or tastes

0 points: Other responses

Some appropriate examples:

Sweet	Yummy
Delicious	Juicy
Spicy	Creamy

Question 9 A

Question 10 Score Points:

1 point: Student writes a complete sentence that fits in the blank.

0 points: Other responses

Example of a 1 point Response for Writing Question 10:

Then I watered it and put it in the sun.

Question 11 C
Question 12 A

MATHEMATICS SCORING KEY

Question 1 B

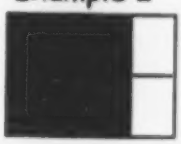
Question 2 Score Points:

2 Points: For indicating any $\frac{3}{4}$ of this shape by methods such as shading, outlining, checking (✓) or X'ing (X) the parts. Note that the student may further subdivide the parts.

Example of 2 Point Responses:

Example 1

Example 2



1 Point: For marking $\frac{1}{4}$ or $\frac{1}{2}$ of the shape.

0 points: Other responses

Question 3 D

Question 4 Score Points:

2 Points: For showing a correct number sentence and the correct answer.

Example of 2 Point Responses:

$$\begin{array}{r} .55 \\ .38 \\ +.12 \\ \hline 1.05 \end{array}$$

OR $\$0.55 + 0.38 + 0.12 = \$1.05$

OR $55¢ + 38¢ + 12¢ = 105¢$

1 Point: For showing correct number sentence but incorrect answer OR showing incorrect number sentence with correct answer.

Example of a 1 Point Response:

$55¢ + 38¢ + 12¢ = 103¢$

0 points: Other response

Question 5 B

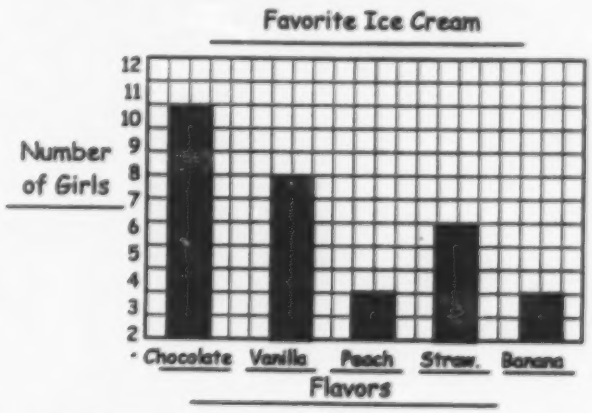
Question 6 B

Question 7 A

Question 8 Score Points:

2 Points: For a vertical bar graph with all 5 bars correctly graphed and labeled, a correct title, correct labels, and consistent scale indicated. NOTE: A scale must be more than just the numbers in the prompt unless those numbers are correctly and proportionately spaced.

Example of a 2 Point Response:



1 Point: For any ONE of the following:

- 5 correctly graphed and labeled bars. Title and/or axes labels may be missing or incorrect. Scale may be inconsistent or missing. If scale is missing, assume each grid line = 1 unit.
- At least 2 correctly graphed, labeled bars. Correct title and labels on each axis. Scale is shown and consistent.
- A line or scatter plot graph correctly graphed and labeled, a correct title, correct labels and consistent scale indicated.

0 points: Other responses

Question 9 D

Question 10 Score Points:

2 points: For correct number, 20, AND a correct explanation.

Examples of a 2 Point Response:

Example 1: *20, subtract 6 each time*

Example 2: *20, 26 - 6 = 20*

1 point:

- 20 with an incorrect or incomplete explanation OR
- a correct explanation with a missing or incorrect answer

Examples of a 1 Point Response:

Example 1: *20, subtracted*

Example 2: *Subtracted 6*

0 points: Other responses

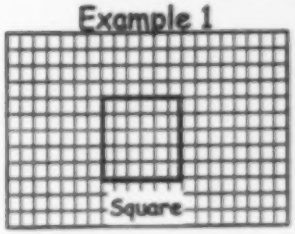
Question 11 A
Question 12 A
Question 13 C
Question 14 B
Question 15 C

Question 16 Score Points:

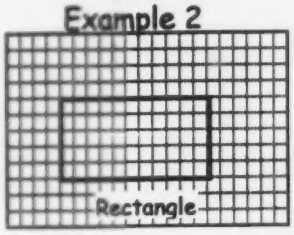
2 points: For drawing an acceptable square or rectangle and naming it. NOTE: An acceptable square has 4 angles (rounded corners not acceptable), sides of equal length and no more than one side implied by the outside gridline.

Example of 2 Point Responses:

Example 1



Example 2



1 point: For any ONE of the following:

- drawing an acceptable square or rectangle and not naming it or naming it incorrectly
- naming the correct shape but not drawing an acceptable square or rectangle

0 points: Other responses

Question 17 A
Question 18 B
Question 19 D

Question 20 Score Points:

2 points: For any two acceptable measurable characteristics of a carton of milk

Example of a 2 Point Response:

weight and volume

NOTE: Acceptable includes: height, how tall, width, how wide, perimeter, around, angles, corners, etc. Unacceptable includes: colors, size, value, cost, thin, thick, inches, etc.

1 point: For any one acceptable measurable characteristic of a carton of milk.

Example of a 1 Point Response:

height

0 points: Other responses

Question 21 B
Question 22 C
Question 23 B
Question 24 A

Question 25 Score Points:

2 points: For a complete math story that has 6 baseball cards as the correct answer and the correct corresponding number sentence is shown. Note: math stories must include a correct question in order to be complete.

Example of a 2 Point Response:
How many baseball cards does Jose have if he had 4 baseball cards and his friend Manuel gives him 2 more? 4 + 2 = 6

1 point: For any ONE of the following:

- A complete math story that has 6 baseball cards as the correct answer and the number sentence is missing, incorrect or incomplete.
- A correct number sentence that has 6 as the answer; math story may not match or may be missing, incomplete or incorrect.
- A complete math story with a correct answer other than 6 baseball cards and the correct corresponding number sentence is shown.
- A complete math story and corresponding number sentence is shown that indicates the answer is 6; however, the correct answer is no more than ±1 from 6.

Example of a 1 Point Response:
Jody had 10 baseball cards and he gave his friend 3. How many cards does Jody have now? 10 - 3 = 6

0 points: Other responses

Question 26 D
Question 27 D
Question 28 B

IDEAS and CONTENT
Explaining my topic or message

6 **The writing is very clear, focused and interesting. It holds the readers attention all the way through.** • The writer has excellent control of the topic and has carefully selected details that clearly explain main ideas. • The main idea(s) and supporting details stand out. • The writer has selected content and details that are well-suited to purpose and audience. • The writer makes connections and shares new understandings.	**5** **The writing is clear, focused and interesting. It holds the reader's attention.** • The writer is in control of the topic and has carefully chosen details that clearly explain the main ideas. • The reader can easily identify the main ideas and supporting details. • The writer has matched the way he/she presents the topic with the purpose and audience. • The writer makes connections and shares new understandings.	**4** **The writing is clear and sticks to the topic. It holds the reader's attention.** • The writer shows knowledge of the topic and has chosen details that help explain the main idea. • The reader can identify the main ideas and supporting details. • The reader can tell that the writer is aware of purpose and audience. • The writer makes some connections, and new understandings may be present.	APPENDIX B - Student Scoring Guide for AIMS Writing
3 **The reader can understand what the writer is trying to say, but the paper may not hold the reader's attention all the way through.** • The writer has some control of the topic; some ideas may be clear, while others may not seem to fit or are not clear. • The writing may not have enough details; details are somewhat general or are not related to the ideas. • The reader sees some ways that the writing matches purpose and audience, but it is not always clear. • The writer makes obvious or predictable connections.	**2** **The writing is somewhat unclear and has few appropriate details.** • The writer has little control of the topic; ideas are not clear. • The writing may have limited details, details that are repeated and/or details that are not related to the ideas. • The reader is not sure of the purpose and main idea(s) in the writing but can make some assumptions.	**1** **The writing is unclear and seems to have no purpose.** • The writer's ideas are very limited or may go off in several directions. • It is hard to tell what the writer really wanted to say.	

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ORGANIZATION

Planning and using clear connections from beginning to end

6	5	4
The writing shows careful and effective planning. The order of ideas moves the reader easily through the text. • The writing has a strong and inviting beginning and a satisfying ending. • The writing is easy to follow. • Ideas, paragraphs, and sentences are smoothly and effectively tied together. • Details are thoughtfully placed to strengthen the message.	**The writing shows careful planning. The order of ideas helps the reader follow and understand the paper from beginning to end.** • The writing has an inviting beginning and a satisfying ending. • The writing is easy to follow. • Ideas, paragraphs, and sentences are smoothly tied together. • Details fit and build on each other. Placement of details strengthens the message.	**Ideas and details are presented in a way that makes sense. The paper is easy to follow.** • The writing has a clear beginning and ending. • The reader can follow the order of the writing. • Ideas, paragraphs, and sentences are tied together. • Details fit where they are placed. Placement of details helps the reader understand the message.
3	**2**	**1**
The writer has tried to present ideas and details in a way that makes sense, but the paper may sometimes be hard to follow. • The beginning and ending are there, but one or both may be too short or too long. • The reader has difficulty following the order of the writing. • Ideas, paragraphs, and sentences need to be tied together using connecting words, phrases or ordering. • Some details don't fit where they are placed. The reader would better understand the message if placement of details were different.	**The writing lacks a clear structure which makes it difficult to follow. Re-reading may help, but sometimes the piece is too short to show an orderly development.** • The beginning and ending are either missing or poorly developed. • The reader frequently has difficulty following the order of the writing. • Ideas, paragraphs, and sentences are either not tied together effectively or connecting words and phrases are overused. • The reader is confused by details that don't fit where they are placed.	**The writing is difficult to follow. The reader has to re-read often and may still be confused.** • There is no clear sense of a beginning or ending. • Ideas and details are not tied together. They often seem out of order or as if they do not fit.

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VOICE

Sounding like a real person coming through the writing

6 **The writer shows deep involvement with the topic. The writer skillfully matches the way the message sounds with the purpose and audience.** • The writer has an exceptional ability to speak to the reader. • The writer communicates effectively according to purpose and audience (writing is either close or distant, as appropriate). • The writing shows originality, liveliness, honesty, humor, suspense and/or use of outside resources, as appropriate.	**5** **The writer shows strong involvement with the topic. The reader can picture the writer behind the words. The writer effectively matches the way the message sounds with the purpose and audience.** • It is clear the writer is speaking directly to the reader. • The writing effectively matches the role of the writer; depending on the purpose and audience, the writing is either close or distant. • The paper shows originality, liveliness, honesty, humor, suspense and/or use of outside resources, as appropriate.	**4** **The writer is involved with the topic. The reader can tell who the writer is behind the words. The message sounds like it matches the purpose and the audience.** • The writer speaks to the reader in ways that connect the writer with the reader. • The writing sounds like the role the writer is playing; it matches the purpose and audience. • The paper shows some characteristics such as originality, liveliness, honesty, humor, suspense and/or use of outside resources, but their use may not be appropriate.
3 **The writer is not always very involved with the topic. The reader gets hints of who the writer is behind the words. The writer begins to match the way the message sounds with the purpose and the audience.** • The reader often feels out of touch with the topic and the writer. • The writer's connection between how the message sounds and the purpose or audience is unclear (voice is too close or too distant to be effective). • The writer gets the message across, but only in a routine sort of way.	**2** **The writer shows little involvement with the topic, purpose or audience.** • The writing lacks a purpose and an interaction between writer and reader. • The writing is likely to be overly informal and personal. • The writing is largely flat, lifeless and uninteresting.	**1** **The writer seems to make no effort to deal with the topic, purpose or audience in an interesting way.** • The writer does not seem to be writing to anyone in particular or to care whether the words or ideas will make sense to anyone else. Perhaps the writer misunderstood the assignment or may not have cared about saying anything serious, important or interesting. • The writing is flat, lifeless and uninteresting.

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WORD CHOICE

Choosing words carefully to create a picture in the reader's mind

6 **The writer thoughtfully chooses words that make the message unusually clear and interesting.** • Words are accurate, strong, specific and powerful; they create clear pictures in the reader's mind. • Vocabulary is striking and varied but natural and not overdone. • Both original expressions and everyday words are used successfully and in unusual ways.	**5** **The writer thoughtfully chooses words that make the message clear and interesting.** • Words are accurate and specific; they are used in places that help create a picture in the reader's mind. • The writer uses a wide variety of words effectively (seems natural and not overdone). • Experiments with challenging words are successful, or everyday words may be used in a new, interesting way.	**4** **The writer chooses words that help make the message clear.** • The words communicate the main idea, but may not paint a picture in the reader's mind. • The writer uses a variety of words that seem to fit. • The writing shows some experimentation with new words or everyday words being used in new ways.
3 **The writer uses words that get the message across, but only in an ordinary way.** • The words communicate the main idea, but it seems that the writer settles for just any word or phrase rather than what might work best. Some words and/or expressions may be overused. • The writer may attempt to use a variety of words, but some do not fit. • The writing shows little experimentation with new words or everyday words being used in new ways.	**2** **The writer uses words that take away from the meaning and impact of the writing.** • The writer repeats words. • Use of worn expressions begins to detract from the message. • Words are not specific or colorful and do not create clear pictures for the reader.	**1** **The writer has a difficult time finding the right words.** • The writer may repeat words or phrases over and over again. • No new words seem to be attempted. • Words do not fit or seem confusing to the reader. • Pictures are not clear in the reader's mind.

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SENTENCE FLUENCY

Creating sentences which make sense and sound like they fit together when read aloud

6 **Sentences are carefully crafted; they flow smoothly and effectively with a natural rhythm.** • The writing is natural and easy to read aloud. • Sentences have an extensive variety of lengths, beginnings, and patterns. They fit together effectively and add interest to the text. • The writer uses both simple and complex sentences effectively and creatively. • Fragments, if used at all, work well. Dialogue, if used, sounds natural and strengthens the writing.	**5** **Sentences are carefully crafted and flow smoothly with a natural rhythm from one to the next. The writing is easy to read aloud and understand.** • The writing sounds natural, is easy to read aloud and is well paced (it's long when it should be long or short and concise when it needs to be). • Sentences have a variety of lengths, beginnings, and patterns which fit effectively together. • The writer uses simple and complex sentences effectively and creatively. • Fragments, if used, work well. Dialogue, if used, sounds natural and strengthens the writing.	**4** **Sentences make sense and flow from one to the other. The writing is easy to read aloud.** • The writing sounds natural and is easy to read aloud. • Sentences have a variety of lengths, beginnings, and patterns. • The writer uses both simple and complex sentences with stronger control of simple sentences. • Fragments, if used, work. Dialogue, if used, sounds natural most of the time.
3 **Most sentences are understandable but not very smooth.** • The reader may have to re-read sometimes to follow the meaning. Some sentences drag on or are too choppy. • Although some variety is found, the writer may start several sentences the same way, or several sentences the same way, or several sentences may be the same length or pattern. • Simple sentences work well, but the writer may have trouble with more complicated sentences. • Fragments, if used, do not work well. Dialogue, if used, may not sound natural.	**2** **The sentences that are often choppy or rambling make much of the writing difficult to follow or read aloud.** • Much of the writing is difficult to follow or read aloud. • Sentence patterns are the same and monotonous. • The writing contains a significant number of awkward, choppy or rambling sentences.	**1** **Sentences that are incomplete, rambling or awkward make the writing hard to read and understand.** • The writer does not seem to understand how words and sentences fit together. Sentences are often confusing. • Writing does not follow sentence patterns people use when they talk. It is hard to read aloud. • The writer may use mostly short, choppy sentences or long, rambling sentences.

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CONVENTIONS

Using correct spelling, capitalization, punctuation, paragraphing and rules of English language

6	5	4
Spelling, capitalization, punctuation, paragraphing and usage are effective and make the writing easy to read and understand. • Spelling is accurate even on more difficult words. • Capitalization is consistently correct. • Strong effective use of punctuation makes the writing easy to read. • Paragraphs are placed effectively and contribute to the organization of the paper. • Proper use of the rules of English contributes to clarity and style. • The writing shows strong skills in a wide range of conventions making editing largely unnecessary.	**Spelling, capitalization, punctuation, paragraphing and usage are correct and make the writing easy to read and understand.** • Spelling is accurate even on some difficult words. • Capitals are used to begin all sentences, for proper names and titles. • Punctuation is correct and helps the reader understand each sentence. • Paragraphs are placed correctly and effectively. • Subjects and verbs go together and the writing shows several examples of proper use of the rules of English. • The writer shows strong and correct use of a variety of conventions with little need for editing.	**Spelling, capitalization, punctuation, paragraphing, and usage are mostly correct. If there are a few errors, they don't make the paper difficult to read and understand.** • Spelling is accurate in almost all cases. • Capitals are used to begin all sentences and for almost all proper names and titles. • Ending punctuation is correct. Other punctuation helps the reader understand each sentence. • Paragraphs are placed correctly. • Subjects and verbs go together. • The writer uses a variety of conventions correctly, but some editing is needed.
3	**2**	**1**
Spelling, capitalization, punctuation, paragraphing and usage show some minor problems. The reader can follow what is being said, but there are enough mistakes that the reader really notices them and may have some difficulty following what the writer is saying. • Spelling errors cause the reader to stop and re-read to figure out what is meant. • Capitalization errors begin to be noticeable throughout the writing. • Punctuation errors sometimes make the paper difficult to read. • The writer uses paragraphs, but they may not be placed correctly each time. • Subjects and verbs go together most of the time. • The writer shows basic control of conventions, yet the variety is limited. There is significant need for editing.	**There are frequent, significant errors that make it difficult to read the paper.** • Spelling errors frequently cause the reader to stop and re-read to figure out what is meant. • Capitalization is not consistent or is often incorrect. • Punctuation errors are frequent and make the paper difficult to read. • Paragraphs often run together or are not placed correctly. • Subjects and verbs go together some of the time. • The writing shows little control of conventions, and there is extensive need for revisions and editing.	**There are so many errors in spelling, capitalization, punctuation and usage that the reader has a very hard time getting through the paper. Some parts may be impossible to follow or understand.** • The writer shows little understanding of how or when to use capital letters or punctuation marks. • There are many spelling errors and it may be hard to guess what words are meant. • Subjects and verbs do not go together. • Paragraphs are not used correctly if at all.

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APPENDIX C

WRITER'S CHECKLIST

This is the writer's checklist you will see on the 3rd Grade AIMS writing test. Practice using it when writing to revise your rough draft before writing your final copy. If you take the time to use it carefully, it will help you write a better paper.

WRITER'S CHECKLIST

- ❑ Are my ideas clear?
- ❑ Does my story have words that make it interesting?
- ❑ Does my story have a clear beginning, middle, and ending?
- ❑ Does my writing sound right and make sense?

Did I edit for...

- ❑ capital letters?
- ❑ correct punctuation?
- ❑ correct spelling?

If you left any box blank, think about ways to make your story better.